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ABSTRACT

This curriculum unit is designed for students to achieve a better understanding of the South African society and the numerous changes that have recently occurred. The four-week unit can be modified to fit existing classroom needs. The nine lessons include: (1) "A Profile of South Africa"; (2) "South African Society"; (3) "Nelson Mandela: The Rivonia Trial Speech"; (4) "African National Congress Struggle for Justice"; (5) "Laws of South Africa"; (6) "The Pass Laws: How They Impacted the Lives of Black South Africans"; (7) "Homelands: A Key Feature of Apartheid"; (8) "Research Project: The Liberation Movement"; and (9) "A Time Line." Students readings, handouts, discussion questions, maps, and bibliography are included. (EH)

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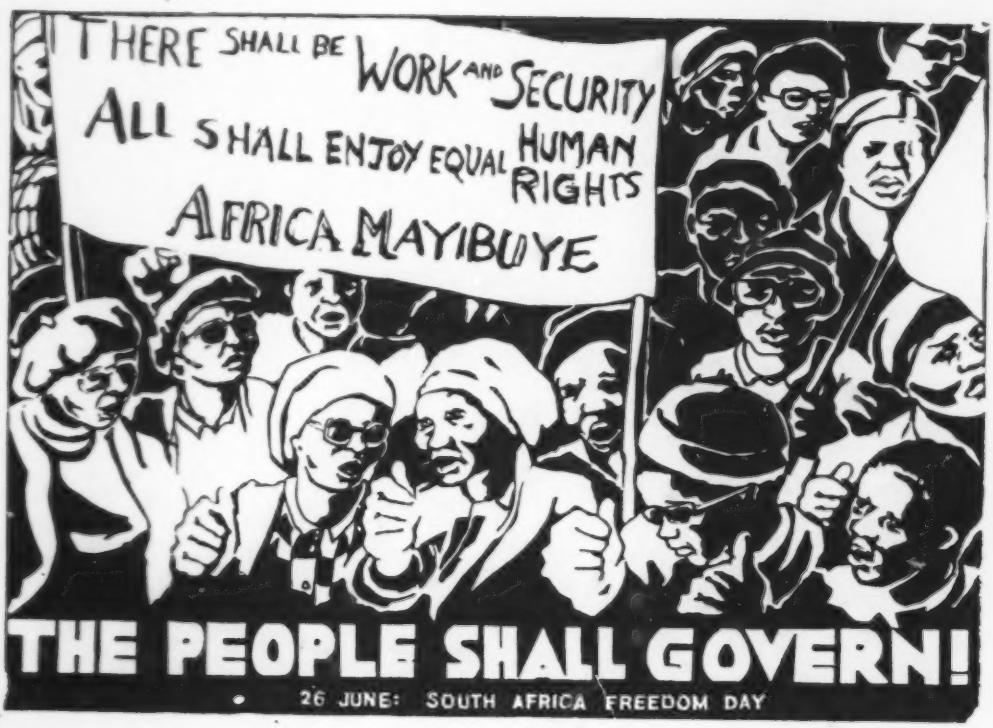
ED 415 168

"Reflections on Apartheid in South Africa: Perspectives and an Outlook for the Future"

A Curriculum Unit


THERE SHALL BE WORK AND SECURITY
ALL SHALL ENJOY EQUAL HUMAN RIGHTS
AFRICA MAYIBUYE
THE PEOPLE SHALL GOVERN!
26 JUNE: SOUTH AFRICA FREEDOM DAY

SO 028 325

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"Reflection On Apartheid In South Africa: Perspectives And Outlook For The Future"

For many years, it has been predicated that South African will become a major trouble spot in the world. As each year passes and tension grew between The White Minority and Black Majority who are totally excluded from political, social and economic power, prediction become more valid. And as events in South Africa force themselves into World news; it becomes increasingly more urgent for students and the general public to have a better understanding of the nature of the Apartheid Society, and the problems it generate.

In the past there has been a lack of adequate and reliable materials which could be used for teaching purposes on this important issue. Hopefully this curriculum unit, Reflections on Apartheid in South Africa: Perspectives and outlook for the future, will assist in this purpose. This curriculum is designed to help achieve a better understanding of the South African Society.

I hope it will make a significant and deeper understanding of the problems there and encourages them to seek resolutions. This unit can be taught in four week time frame, however, it can be shortened or lengthened depending on the wishes of the teacher. A student who has completed this unit will be equipped to ask probing questions of other societies studied, including our own. Questions much as; How did it get that way? Who benefits and who doesn't? Who in society is capable of envisioning alternatives and acting to realize those possible futures?

This unit engages students in asking questions about South Africa. But the larger objective is to get them to look with greater depth at all societies. Learning about South Africa is indirectly learning about the Whole World.

Lesson One

Title: A Profile of South Africa

Objectives:

1. Students will become familiar with factual data about South Africa.

2. Students will make interpretations based on these facts.

Instructional Materials and Activities:

1. Review Lecture Notes One, "A Profile of South Africa".

2. Distribute Student Handout One, "A profile of South Africa". Go over the handout, clarifying data students might have questions about.

3. Distribute Student Handout One, "A Profile of South Africa: worksheet. Have students complete this worksheet individually, or as an alternative, complete it together as a class.

4. Discussion questions.

   -On a visit to South Africa what do you think would strike you as most different from your life in this country?

   -How do you think different racial groups in South Africa get along? White with African, African with Colored, etc.

   -What are some of the reasons why the United States and other international companies would invest in South Africa?

   -How is the new transitional constitutional government similar to the United States government?

Lesson Two

Title: South African Society

Objectives:

1. Students will evaluate their knowledge level of the South African Society.

2. Students will be introduced to a number of vocabulary terms.

Instructional Materials and Activities:

1. K_W_L brainstorming session.
   Explain to the students that this activity is designed to help them to learn about the country of South Africa. Point out the country on a map of the world.
   Lead the students into a discussion by asking the following questions: What do you know about the country of South Africa? What do you want to know? What would you like to learn?

2. Ask the students if they are familiar with the following terms/concepts.

Apartheid	Homelands/Reserves/Bantustans
Zulu	Kaffir
Xhosa	Boer
Bushmen/San	Pass
Khoikhoi	Pass Laws
Afrikaners	National Party (NP)
Afrikaans	African National Congress (ANC)
Bantu	Freedom Charter

3. Lead the students into a discussion. Have students write the terms in their notebook.

Explain to the students that each of these terms will be discussed later.

4. Homework: Use as many of the new vocabulary words as you can, write one or two paragraph explaining what you know about the systems of Apartheid.

Lesson Three

Title: Nelson Mandela: The Rivonia Trial Speech to the Court

Objectives:

1. Students will understand some of the reasons many people in the South African resistance movement chose to use violence to end apartheid.

2. Students will gain a sense of the history of resistance to oppression in South Africa.

Instructional Materials and Activities:

1. Day 1: The following are a number of terms which could be pre-taught:

   Transkei: A Xhosa speaking region of South Africa. It was the first bantustan to be granted "independence."

   Sabotage: As Mandela explains in his speech, sabotage attempts to destroy strategic property such as electrical transformers, with the goal of pressing the government to negotiate. As visible evidence of resistance, sabotage also encourages supporters. Its aim is not to harm people.

   Tyranny and Exploitation: Mandela pairs these words but means different things by them. Tyranny refers to the total lack of democracy for African people in South Africa and to the absolute power vested in the white government. Exploitation is an economic phenomenon, which refers to the continual theft of labor and wealth by white South African and multinational interests. As the **Freedom Charter** demands, "The national wealth of our country . . . shall be restored to the people."
   Inevitable: With the total repression of all nonviolent means of protest, as dramatically reflected in the Sharpeville massacre and the subsequent State of Emergency which saw 18,000 activists arrested, the ANC concluded that **regardless of what they did** the African people would begin turning to some form of violence.

   Terrorism: Mandela uses the term "terrorism" quite differently than it is used in the popular press. For Mandela, "terrorism" is violence unguided by a thought-out political strategy with humane goals, such as a sniper firing randomly into a crowd. For example, he would not consider the 1983 bombing of the air force offices in Pretoria "terrorism" because it is part of the ANC strategy to attack military and police installations in an attempt to force political changes in South Africa.

   White Supremacy: Mandela uses the term to refer to the totality of white privilege and domination in the country.

Underground: As mentioned above, in the wake of the Sharpeville massacre in March of 1960, a State of Emergency had been declared and the ANC banned. An attempt was made by the government to round up ever person known to be a member or associate of the organization. The ANC decided that it could survive only if it became a secret or "underground" organization.

Democracy: This is a term employed somewhat differently in the South African context that is commonly used in the West. As Mandela says in his speech, democracy means "full participation." The **Freedom Charter** defines this not only as non-racial participation in the political governance of the society, but also in the **economic** decision making process. For example, the whole people should control all mineral wealth, banking and other monopoly industries. The democracy of the **Freedom Charter** also guarantees such things as free health care--something not automatically granted in all versions of "democracy."

Civil War: Mandela leaves the precise character of the "civil war" unstated: whether it would be strictly along racial lines, or a combination racial/class war. In either event, the ANC's strategy has been and still is to pressure the minority government to institute meaningful changes. Mandela and the ANC have never ruled out the possibility of civil war, but see it as the last resort.

Guerrilla Warfare: Unlike sabotage, guerrilla warfare does not exclude the taking of human life. However, it differs from terrorism in that it is not a strategy of random killing. A guerrilla war would combine sabotage with attacks against military, police and other governmental institutions. Obviously lacking the sanction of the government, guerrillas would need to rely on popular support to wage that kind of war. **Note:** It's important that students understand that guerrilla warfare is more than just "sneak attack" fighting, but involves a reliance on the people within a given area.

Open Revolution: Mandela apparently is using this term to mean a generalized insurrection in which large numbers of South African blacks would actually be contesting for state power. Especially after the devastation wrought by the State of Emergency, a policy of " open revolution" would have been nothing less than suicide. But as Mandela reminds us, he also held open hope for a less bloody conflict bringing democracy. Open revolution was seen as both impractical and too costly in terms of human life.

Foreign Investment and Trade: As is seen in a number of lessons, the involvement of foreign corporations in South Africa is significant. Investment refers to direct ownership of productive or service facilities in South Africa: refineries, factories, mines stores, etc. As of 1985 there were about 350 U.S. corporations with large direct investments in South Africa. Trade includes investment but also any other transfers of goods or services, such as selling spare parts or buying South African gold. The ANC and other opponents of apartheid continue to emphasize what

they regard as the strengthening of apartheid made possible by foreign trade and investment.

2. Distribute Student Handout 3: **Nelson Mandela: Speech to the Court**. It is probable most effective to read the speech aloud as a class. Mandela's arguments are clear, but a teacher's guidance is necessary for students to understand fully how they fit together.

3. Assign Student Worksheets 2: **Nelson Mandela: Speech to the Court: Questions** for homework.

4. **Day 2:** Begin class by having students finish this sentence in writing: "Violence is . . ."

5. Have students share their answers with each other and see if you can reach consensus as a class on a definition of "violence." Generally, students will agree that if people are being hurt in some way, violence is occurring.

6. Ask students: Based on your definition of violence, in what ways could the whole system of apartheid be considered violent? Encourage them to use their written response to question #1 (Student Worksheet 2) in answering this.

7. Use questions #1-6 as the basis for a discussion on Mandela's ideas. In reviewing students' answers to question #6, point out that if they believe that apartheid is a violent system, and agree with Mandela that nonviolence is ineffective in ending it, then the ironic conclusion is that advocating a strictly "nonviolent" solution in South Africa is actually to commit violence by allowing a violent system to continue. This should spark some interesting discussion in class.

Lesson Four

Title: African National Congress Struggle For Justice

Objectives:

1. Students will evaluate the potential of the African National Congress (ANC) as a force for change in South Africa.

2. Students will learn that there can be a relationship between short and long range goals.

3. Students will become familiar with the **Freedom Charter**, the most famous and influential document in the movement for equality in South Africa.

Instructional Materials and Activities:

1. Have students read Student Handout Five: **The Freedom Charter.** (Depending on your preference, this may be assigned for homework or read aloud in class. Whichever you choose, make sure students are quite familiar with the document before proceeding with the lesson.)

2. Some discussion questions for the **Freedom Charter** might include:
   -Based on what you know about the current South African government, how do you think it would respond to this document? What objections, if any, would be raised?
   -The document urges the formations of a "democratic state." What kind of democracy do the writers seen to be talking about? How would it compare to the kind of democracies the United States, Canada or Great Britain have?
   -How does this document compare to the **Declaration of Independence**?
   -Are there freedoms demanded in the **Charter** which we don't have in this society? (e.g., women's rights, right to work, free health care, etc.)
   -If you were a black South African, which of the freedoms described in the **Charter** would

you value most highly? Are there any you might be willing to risk your life trying to achieve?

-A number of the demands emphasize the desire to travel freely. Why is that so important to many black South Africans?

-The document calls for the mineral wealth, banks and monopoly industries to be "transferred to the ownership of the people as whole." What groups in South Africa might object to that? What do you think would be the position of foreign corporations on that demand?

-If you were a black worker in a large corporation is South Africa, what changes might need to occur at your workplace to realize that demand in the **Freedom Charter** that "all industry and trade shall be controlled to assist the well-being of the people?" Who should be allowed to determine what is in the "well-being" of the people?

Lesson Five

Title: Laws of South Africa

Objectives:

1. Students will read about the laws in South Africa which supported the goals of apartheid.

2. Students will apply these laws to hypothetical situations in South Africa.

Instructional Materials and Activities:

1. Review Lecture Notes Three.

2. Review Student Handout Four, **Laws of South Africa** in class with students, discussing the implications of these laws. Students might be asked to come up with a number of actions or even ideas which could land them in jail.

3. Homework assignment: Distribute Student Handout Three, **Laws of South Africa**: situations.
   Read the assignment and complete the first one in class.

Lesson Six

Title: The Pass Laws: How They Impacted the Lives of Black South Africans

Objectives:

1. Students will gain an awareness of the effects of the pass law system on black South Africans.

Instructional Materials and Activities:

1. Lecture Notes Four.

2. Students will read several books and/or novels that will provide insight about the pass laws and write books reports. Suggested readings: Rumour of Rain by Andre Brink; Emergency by Richard Rive; And a Threefold Cord by Alex La Guma; and Kaffir Boy by Mark Mathabane.

3. Worksheet Five.

4. **Discussion questions:**

   -What would you consider to be the overriding purpose of the pass laws?

   -Why do you think these laws were in effect for such a long time?

   -How has the legacy of the pass laws contributed to the violence among black South Africans today?

Lesson Seven

Title: Homelands a Key Feature of Apartheid

Objective:

1. Students will evaluate arguments for and against the development of the Homelands in South Africa.

Instructional Materials and Activities:

1. Lecture Notes Five, **Facts on the Homelands: The History**.

2. Read aloud Student Handout Two, **The Case for Homeland Independence.**

3. Explain to the students that they are editorial writers. Each of them has been assigned the task of writing an essay opposing the development of **The Homelands.** This assignment provides an opportunity for students to do some library research on The South African system.

4. Review the editorials in class. **Note:** It's important that students understand that the idea of retribalizing African people into "independent" Nations which are then reserved for cheap labor is the central feature of Apartheid. Segregated movies and restaurants could entirely disappear and the fundamental nature of the system would not be altered.

Lesson Eight

Title: Research Projects: The Liberation Movement

Objectives:

1. Students will research the variety of ways groups and organizations pressured the South African Government to change.

2. Students will employ and develop research skills, presentation and communication skills.

Instructional Materials and Activities:

This project could easily require a week or more, or be limited to a couple of days. One alternative would be to have students complete their research outside of class.

1. Access to library books and periodicals in the school or community library.

2. Student Handout, **Research Guides**.

3. Point out to students that their study of South Africa this far have not dealt with the **"Liberation Movement"** or the role citizens played in freeing themselves from a legally segregated society. What has not been examined in much depth has been the significant role each of the organizations played in dismantling the system of apartheid.
   Explain that the students will be divided into five different groups. Each group will be assigned an organization in South Africa that it will be responsible for researching. The members of the group may decide to divide research in whatever way they choose. However, each group will be held responsible for answering thoroughly all of the questions given in the research guide. At the completion of the research each group will make a presentation to the rest of the class.

4. Divide the class into five groups. Distribute the **Research Guides** to each group. Make sure all groups are clear on the questions needing answers and are making progress in figuring out a way to divide the task.

5. Library: Assist students in locating sources, interpreting different articles, and sorting out the relevant from the irrelevant. It helps if students are encouraged to develop a "working bibliography" of a number of sources before they plunge into reading articles which may or may not be especially useful.

6. In class: Students prepared their presentations. Make sure that students pay attention to each of the questions on their **Research Guide**. All are important in developing a full understanding of their impact of dismantling the system of apartheid.
   Finally, emphasize that the most important questions on the **Research Guide**, and that each group has been assigned to answer is: What can these groups/or organizations do today to help bring about a smooth transition from apartheid to democratization.

The time line will highlight significant historical events in Modern South Africa history. This time line will help students understand when different historical events take place. It shows at a glance how events are related to each other in time.

1498-Vasco da Gama, a Portuguese explorer, reached India from Europe via the Cape of Good Hope.

1590's-Knowledge of the Viruses of Table Bay had spread among ships' masters, testing to the limit the Khoikhoi willingness to supply meats. (Vegetables and fruits were plentiful) African people could increase as well as provide food and clothing.

1652-Jan Van Riebeeck of the Dutch East India Company established a half-way refreshment station the Cape (Western Cape). The first European settlements in present-day South Africa begins.

1657-Jan Van Riebeeck persuaded the company to let him change the trading policy with the Khoikhoi. He parceled out plots of land near Table Bay, so that they could supply not only vegetables, citrus fruits and grain, but also meat at a price fixed by the company. (Without encroaching on grazing area of the Khoikhoi).

1659-Khoikhoi, named Doman led his people in an attack on the spreading Cape Colony. The Dutch firearms (Muskets) prove to be superior over the spears used by the Khoikhoi.

-Dutch began to enslave prisoners of War; The Dutch East India Company imported Indonesians, Malayans, Madagascarans, East and West Africans for the purpose of enslavement.

1660-1780's-Period of conflict between the Afrikaans (Dutch speaking farmers and the indigenous Africans).

1760-Enslaved (Black) Africans were forced to carry passes.

1770's-Era of Frontier Wars between blacks and whites.

1795-British occupied The Cape of Good Hope to preempt its seizure by France, with Dutch consent. At the end of the French Revolution, in 1815, British paid the Dutch 6 million and kept the Cape.

1799-1805-Khoikhoi Rebellion in the Cape continued.

1806-British established permanent control over Cape Town.

1809-British introduced laws to help Afrikaners farmers. Hottentot Code or (Khoikhoi Code) was to have a fixed "place of abode" and that if he wished to move he had to obtain a pass from his master or from a local official. "Any landholder could demand his pass and any Khoikhoi found abroad without one was to be taken to the landrost or field-cornet who would act as they shall feel incumbent to do."

-This was the first pass law. It compelled the Khoikhoi to work for the Afrikaners, as without a pass a Khoikhoi had no right to be outside his master's property, and the master controlled the issue of passes. Khoikhoi were imprisoned or punished severely if caught without a pass.

1812-Khoikhoi children were enslaved on Dutch farms.

1817-1828-Shaka Zulu efforts to reclaim kingdom.

1820-Afrikaners settled in The Cape and the Xhosa was at war, neither able to drive the other out. British troops expelled the Xhosa and set up military past to prevent their return.

-British settlers arrived in Eastern Cape (Port Elizabeth).

1828-Ordinance 49 impose passes to control African workers.

1833-The law abolishing slavery throughout the British empire was passed, repealing the 1809 Pass Law.

1837-6,000 Afrikaners set out on what became the most important of all events in their popular mythology, The Great Trek.

1838-Afrikaners defeat Zulu; European manufactured weapons proved disastrous for Zulu's spears in the Battle at Natalia.

1839-Afrikaners set up the Republic of Natalia.

1843-The British annexed Natalia to ensure sea-route to India.

1852-The British gave the Afrikaners their independence, Transvaal in (1952) and the Orange Free State (1954).

1853-Only white males could vote.

1855-Petoria was established in the central Transvaal.

1856-1857-Afrikaners killed Xhosa cattle.

1860-Petoria became the capital of the Transvaal Republic.
-Indians were enslaved by British.

1867-Diamonds were discovered (Kimberly).

1870-Diamond-mining is an extraordinary business. Diamond mines resemble prisons. Workers were searched before leaving the mines, especially black workers.

-Searchers and Pass Laws became the blueprint for South Africa's future.

1879-British defeats the Pedi; invades Zululand defeat Zulu.

-The Zulu Power is broken King Cetshwayo is sent into exile. The Zulus are deprived of their national homeland, for which they are still fighting.

1880-1881-The first Anglo-Boer War (British-Afrikaner).

-The British recognizes Transvaal Afrikaners Independence after the British defeat at Amajuba, Natal.

1883-Kruger became President of the Republic of South Africa; he was president for 17 years.

1886-Gold was discovered at Witwatersrands (Ridges of White Waters) established the richest gold find in all history; Johannesburg became the second largest city in Africa within 100 years.

1894-Glen Grey Act establishes separate land and tax system for Africans Eastern Cape.

1899-1902-The Anglo-Afrikaner (British-Dutch) War broke out.

-The British Conquered the Transvaal and the Orange Tree State.

-The Afrikaner's Republic of South Africa was annexed to Britain in June 1900.

-Peace Treaty was signed at Melrose House, Petoria on May 31, 1902.

1903-1905-South Africans Native Affairs Commission recommends blueprints for segregation.

1910-The Union of South Africa was created.

-The Afrikaners and the British joined forces against the Indigenous Africans. The Cape, Natal, Orange Free State and Transvaal became the Union of South Africa.

-The Union Building at Petoria built to symbolize the Unity of the British and the Afrikaners.

1911-The beginning of legal apartheid.

-The Mine Workers Act passed restricting skilled mining activities to white only.

-The Native Land Act expels blacks from land into Reserves.

1912-A small group of educator invited others from all over southern Africa to a meeting in Bloemfontain. They agree to set up the South African Native National Congress and Elected Rev. H. Dube, a teacher and editor from Natal as their president. The African National Congress (ANC) (in 1923 it was to drop both South and native from its title) quickly established links, not always, with the African Political Organization of Cape Coloreds.

1914-The Afrikaners National Party formed.

1915-The Native Land Act, passed by the Union Parliament-expelled Black Africans from land into Reserves. 67 percent of the population was allowed to buy or rent property in only 7.3 percent of the land area.

1920-The Native Affairs Act establishes separate Administrative structure for African; African mine workers strike.

1924-Original National Party governed under Hertzog begins the long March of apartheid. Job reservations for white only begins, known as the "Civilized Labor Policy National Party won elections" Afrikaners given official recognition.

1926-Mine Workers Amendment Act extends employment Colored Bar.

1927-Native Administrations Act "retribalization" African Government and law.

1932-Formation of the "Purified National Party." This party becomes the party of apartheid, to be led by Dr. Verwoerd, B.J. Vorster, and P.W. Botha: Native service Contract Act restricts black labor tenants on white-owned farms.

1934-South African Party (under Smuts) and The National Party (under Hertzog) formed a coalition "fusion" government.

1936-Black voters removed from the Voter's Roll in the Cape-Territorial segregation of blacks into "homelands" advanced. 13 percent of the land reserved for blacks'.

1937-Nations Law Amendment Act intensifies urban pass laws.

1946-African mineworkers strike.

1948-The National Party forms government. Apartheid becomes the basis of all policy. The total and rigid separations of Blacks, Colored and Indians from white society and institutions regions. Townships established. Pass system escalates.

1949-ANC youth league produces "Programme of Action."

1951-Bantu Authorities Act.

1952-Abolition of passes and coordination of Accounts Act extends pass laws; ANC launches "Defiance Campaign."

1953-Bantu Education Act-Criminal Law Amendment Act.

1953-1954-Resistance of destruction of Sophiatown.

1955-Native Amendment Act extinct urban control.

-National Congress adopts Freedom Charter.

1956-Mass demonstration of Women against pass laws.

1956-1961-Treason trial.

1957-Alexandria bus boycotts.

1959-Bantu Self-Governing Act sets up ethnic "homelands."

1960-Sharpeville killings by South Africa police.

-State of Emergency.

-The ANC (African National Congress) and the (Pan Africanist Congress) PAC, Communist Party banned by Verwoerd.

1961-Umkhonto we Sizive Guerrilla Movement founded. "Spear of the Nation."

1963-General Law Amendment Act permits detention without trial.

1964-Rivonia trials sentence ANC leaders to life imprisonment.

1969-Foundation of South African Student Organization (SASO) under Stephen Biko.

1975-Foundation of Inkatha under Buthelezi.

1976-Riots in Soweto and other townships over Afrikaans language in black schools begins the long war of attraction of black township youth against "The System." It eventually destroyed both the system and themselves. Troops and police

killed hundreds of youth.

1977-Detention and murder of Stephen Biko while in jail; Banning of Black Consciousness Organizations.

1978-1981-Nominal independence of homelands; Transki (1976), Ciskei (1981), Venda (1979), and Bophuthatswona (1977).

1978-Vorster resigns; P.W. Botha becomes Prime Minister of Defense. South Africa becomes military in everything, but name.

1983-Foundation of the National Form (NF) and the United Democratic Front (UDF).

1984-P.W. Botha established a new tricameral constitution with himself as executive head of state.

-Riots breaks out in the black townships.

-Set up three body Parliament with one house for Whites and one house for Colored and one house for Indians. It excluded Blacks completely from voting.

1984-1986-Widespread resistance until the new constitution occurred a state of emerging declared and troops moved into townships. Police given extra-ordinary power to arrest and detain, detained over 10,000 citizens with charges or trials.

1985-COSATU formed Congress of South African Trade Union.

-International Bank Loans called in and sanctions intensified.

1986-Pass Laws were abolished.

1989-P.W. Botha had a stroke replaced by F.W. de Klerk-A mass democratic movement launched a civil disobedience campaign.

1990-de Klerk banned ANC, PAC, and Communist Party.

-Mandela released from jail on February 12th.

-The repeal of Apartheid Laws begins.

1991-Repeal of Group Area, Land and Population Registration Acts.

-Convention for a Democratic South Africa (CODESA) formed to negotiate democratic constitution.

1992-White referendum supports convention for a democratic South Africa negotiations broke down and the Inkatha Freedom Party.

-ANC conflict intensified.

1993-Multi-party negotiation resumed to form interim government.

1994-The first democratic election was held. Nelson Mandela was elected President of South Africa.

-A liberated South Africa led by a statesman and world leader.

-His constant refrain is reconciliation.

-Homeland abolished.

-Inkatha Freedom Party joins Cabinet.

1996-New Constitution is adopted by South Africa's Legislature.

-This Constitution ended the apartheid government and began a non-racial democratic government.

-de Klerk resigned as Deputy President.

-Inkatha Freedom Party pulls out of Constitutional negotiations.

Appendix A

Lecture Notes

LECTURE NOTES ONE

A Profile on South Africa

South Africa occupies the southernmost portion of the African Continent; stretching from the Limpopo River in The North to Cape Agulhos in The South. To the North South African shares common boundaries with Namibia; The Republic of Botswana, and Zimbabwe. The Republic of Mozambique and the independent Kingdom of Swaziland lie to the east. Complete enclosed by South Africa is the independent kingdom to Lesotho. To the west, south and east South Africa borders on the South Atlantic and the Southern Indian Oceans.

The country has an surface area of 1,327.200 sq. km.(510,466 sq. miles). It is about five times the size of Britain and about equal to the combined areas of West Germany, France, Italy, The Netherlands and Belgium.

Five major ethnic groups make up South Africa's Multiracial society. The Khoikhoi peoples--Bushmen and Hottentots--survivors of the earliest inhabitants. The Bantu-Speaking peoples fall into a number of tribal grouping. The major groups are formed by the Nguni, comprising Zulu, Xhosa, Tswana, North and South Sotho, Vende, Tsonga, Swazi and Ndebele. The Europeans or "White" peoples, are descended from the original 17th century Dutch Settlers in the cape, refugees French, Huguenots, British settlers from 1820 onward, and German. The remainder of the population comprised the Asians, largely of the Indian origin and Coloured (people of mixed race). In April 1994 the estimated ethnic composition of the total population 41,465,000 was: African 30,645,157 (76.1%); Europeans 5,171,419 (12.8%); Coloured 3,435,114 (8.5%); and Asia 1,032,194 (2.6%). The official languages are Ndebele, North Sotha, South Sotha, Swati, Tsonga, Tswana, Vende, Xhosa, Zulu, Afrikaners and English. The population distributions is extremely uneven. Europeans have a wide spread geographical distribution, but more that 80% reside in the towns. Relatively few Africans are resident in the Western Cape, and while an increasing number are moving to large black townships on the outskirts of major urban centers, more than 60% continue to reside in the homelands; which extends in a great horseshoe along the southeastern coast and up to northern transvaal and then south-westward through western transvaal to the north-eastern cape. The Coloured population are mainly resident in the cape, and the Asian population is concentrated largely in KwaZulu/Natal and the Witwatersrands.

South Africa Coast be compared to any other African Nation. It is a land of extreme contrasts. It is the richest Country in Africa, yet the last majority of its citizens live in. Under the system of apartheid, the official leaders considered themselves part of the western free world, yet they denied over 80% of this population of the most basic human and political rights. South Africa is a country with great untapped promise and equally great potential for tragedy.

South Africa's current problems are rooted in its unique history. For most of Africa Colonialism covered only a short period, and whites never were more than a very small percentage of the population. However, their political and military strengths placed them in a position to greatly

influence the future of the Continent. In South Africa, whites have played an important role over 300 years.

In 1990, Mr. Mandela, the popular South African black leader, emerged from prison. He had spent 27 years in prison for opposing the racial policies of South Africa's white rulers. Raising his right fist, Mandela proclaimed, "Amandela! Africa Mayibuge!" (Power! Power! Africa is ours").

Millions of people in South America and around the world celebrated the release of Nelson Mandela. His return to freedom symbolized the hope that South Africa was moving toward majority rule.

In the mid-1980's the South African government began to make changes. It repealed the hated pass laws and opened some segregated facilities to all South Africans.

In 1989, South Africa's former president, F.W. de Klerk, lifted the ban on the ANC and other groups opposed to apartheid. The release of Nelson Mandela in 1990 signaled a willingness to hold talks with black leaders.

The de Klerk government abandoned the policy of black homelands. Then, in 1991, it repealed the law that required all South Africans to be classified by race. "One cannot build security on injustice", de Klerk said, admitting the moral argument against apartheid.

The steps toward majority rule continued. In a history--making referendum in 1992, white waters of South Africa overwhelmingly agreed to support reform that would lead to a new constitution gaining full citizenship to black. The strong affirmative vote by white voters raised expectations that would be difficult to fulfill. Black leaders such as Mr. Mandela, expected that the pace of change toward blacks, who have suffered economic hardship, saw in the vote a chance for economic benefits. For some, change will come too fast. For many others who have endured an unjust system for about 200 years, it will not be soon enough.

The challenge rest in the hands of President Nelson Mandela to guide South Africa through a period of transition that would benefit the majority as will as the minority.

LECTURE NOTES TWO

Historical Background Of The African National Congress

In 1911, Pixley Ka Isaka Seme called on Africans to forget about the differences of the pass and unite together in one National Organization. He said: We are one people. These divisions, these jealousies, are the cause of all our woes today.

On January 8, 1912, chiefs, representatives of people's and church organizations, and other prominent individuals gathered in Bloemfontein and formed the African National Congress. The African National Congress declared its aim to bring all Africans together as one people to defend their rights and freedoms.

The African National Congress was formed at a time when South Africa was changing fast. Diamonds had been discovered in 1867 and gold in 1886. Mine bosses wanted large number of people to work for them in the mines. Laws and taxes were designed to force people to leave their land. The most severe law was the **1913 Land Act**, which prevented Africans from buying, renting or using land, except in the reserves.

Many communities or families immediately lost their land because of the **Land Act.** For millions of other black people it became difficult to live off the land. The **Land Act** caused overcrowding, land hunger, poverty and starvation.

In 1919, The ANC led a campaign against passes in the Transvaal. The ANC also supported the militant strike by African mineworkers in 1920. However, some ANC leaders disagreed with militant actions such as strikes and protest. They argued that The ANC should achieve its goals by persuasion, for example, by appealing to Britain. But the appeals of delegations who visited Britain in 1914 to protest the **Land Act** and again in 1919 to ask Britain to recognize African rights, were ignored.

J.T. Gumede, was elected President of The ANC in order to fight racist policies of the South African Government. J. T. Gumede served as leader of The ANC for three years (1927-1930). In the 1930's ANC became inactive under conservative leadership.

The ANC gained a new life in the 1940's, which changed it from the careful organization it was in the 1930's to the mass movement it was to become in the 1950's.

Increased attacks on the rights of black people and the rise of extreme Afrikaner Nationalism created a need for a more militant response from The ANC. Harsher racism also brought greater cooperation between The Organizations of Africans, Colored and Indians. In 1947, The ANC and the Indian Congress signed a pact stating full support for one another's campaigns.

In 1944, The ANC Youth league was formed. The young leaders of the Youth League - among them were Nelson Mandela, Walter Sisulu and Oliver Tambo - based their ideas on African Nationalism. They believed Africans would be freed only by their own efforts. The Youth

League aimed to involve the masses of people in militant struggles. In 1949, The ANC Youth League Program of Action calling for strikes, boycotts, and defiance was adopted. The Program of Action led to the Defiance Campaign of the 1950's. The Defiance Campaign was the beginning of a mass movement of resistance to apartheid. The South African Government tried to stop the Defiance Campaign by banning it's leaders and passing new laws to prevent public disobedience. But the Campaign had already made huge gains. It brought closer cooperation between The ANC and the SA Indian Congress, and also led to the formation of new organizations: The SA Colored People's Organization and the Congress of Democrats, an Organization of white Democrats. These organizations, together with The SA Congress of Trade Unions formed the Congress Alliance. The Congress of Alliance came together to organize The Congress of the People - a Conference of all the people of South Africa - which presented peoples demands for the kind of South Africa they want. These demands were drawn together into The Freedom Charter which was adopted at the Congress of The People at Kliptown on the 26th of June 1955.

1959 the Africanist broke away from The ANC and formed The Pan Africanist Congress. Anti-pass campaigns were taken up by The ANC and The PAC in 1960.

The ANC took up arms against the South African government in 1961. The ANC went underground and continued to organize secretly. Umkhonto we Sigwe was formed to "hit back by ally the means within our power in defense of our people, our future and our freedom." The government passed even harsher laws. Laws were passed to make death the penalty for sabotage and to allow police to detain people for 90 days without a trial. In 1963 the police raided the secret headquarters of MK, arresting the leadership. This led to the Rivonice trial where the leaders of MK were charged with attempting to cause a violent revolution.

1970 workers and students fought back against the system of apartheid. Many Soweto student leaders were influenced by the ideas of black consciousness. The South African Student Movement, one of the first organizations of black high school students, played an important role in the 1976 uprising.

In the 1980's community organizations such as civics, students and youth organizations and women's structures began to spring up all over South Africa. This was a rebirth of the Mass Congress Movement and led to the formation of the United Democratic Front.

In spite of detentions and banning, the Mass Movement took to the city streets defiantly with ANC and SACP flags and banners. The people proclaimed the ANC disbanded. In February 1970, the regime was forced to disband the ANC and other organizations.

At the 1991 National Conference of the ANC, Nelson Mandela was elected President. Oliver Tambo, who served as President from 1969 to 1991 was elected National Chairman.

The negotiation initiated by the ANC will result in the holding of historic elections based on one person one vote in April 1994. For the first time South Africans 18 years and over will be in a position to vote for an organization of their own choice.

LECTURE NOTES THREE

Apartheid: A Policy Of Forced Segregation

In 1910, Britain granted South Africa self-rule. Since then, a small white minority has governed the nation. Whites make up about 13 percent of South Africa's population. The majority of the South Africans are black and comprise 77 percent of the population. Other ethnic groups include people of mixed racial background (7 percent) and Asians (3 percent).

In 1913 the **Native Land Act** was passed by the whites. Hundreds of thousands of Africans were forced to leave their homes.

In 1948, the Nationalist Party came to power in South Africa. It drew support from all of the conservative whites. Many of them were descendants from Dutch settlers who held strong views on white supremacy. South Africa was already segregated along racial lines, and the Nationalist strengthened the divisions. They set up a strict system of Apartheid. The word apartheid means separateness in Afrikaans, one of the South Africa's official languages. Apartheid required segregation in housing, education, employment, public accommodations and transportation. It segregated not only almost all whites from Blacks but also major Black groups from each other. It limited the Blacks rights to vote, own and occupy land, and to enter white neighborhoods.

Under apartheid, the government classified all South Africans as white, black or "colored" (people of mixed race), or Asian.

The South African government tried to justify apartheid by claiming the peaceful coexistence of the races was possible only if the races were separated from one another. However, South African's used apartheid primarily as a way to control the vast Black majority.

Most South Africans strongly opposed apartheid. Leading opposition groups included the African National Congress. Between 1948 and 1991, large number of people protested apartheid by staging boycotts, demonstrations and strikes. Violence often broke out, and thousand of people, most of them black were killed.

Many countries also opposed apartheid. As a result, South Africa grew increasingly isolated in the World community. In 1962, The United Nations General Assembly urged its members to break diplomatic and economic ties with South Africa until apartheid was abolished. During the 1990's, a widespread economic boycott of South Africa took hold.

In response to domestic and international pressure South Africa began repealing apartheid laws in the 1970's and 1980's. Finally, in 1991 the government repealed the last of the laws that formed the legal basis for apartheid. But Apartheid's effect continues even after the laws were repealed. For example, South Africa's major ethnic groups remain largely segregated in almost all walks of life.

LECTURE NOTES FOUR

The Pass Laws: The History

The first pass laws were introduced more that 200 years ago in 1760, and applied the enslaved Africans living in the Cape. Then in 1809, the Governor of the Cape made a law which said all "Hottentots" black Africans had to live in one place. If they moved, they had to have a pass. By 1827, all Africans who came from outside of the Cap had to have a pass. These laws were introduced to control the movement of people into the Cape Colony. This was an early form of establishing control of the indigenous Africans. There were also pass laws in Natal, the Orange Free State and the Transvaal. But it was not until the discovery of diamonds in Kimberly that pass laws were fully enforced.

Farm laborers began to leave the white farmers to go to Kimberly to work in the mines. The wages in the diamond fields were higher and they were paid in cash. On the farms, workers were paid in crops. White farmers were worried about losing workers. Therefore, they had to find ways to stop them from moving away.

In 1870, the Transvaal government made a "one shilling" pass law. Africans who left the Transvaal had to pay a shilling to get a pass-and this was worth a lot to people who hardly ever saw money. Anyone caught leaving the Transvaal without a pass would go to jail. Two years later, the Volksraad, the Transvaal government, passed an even stricter law to keep Africans working on the land of the Afrikaaners. Those who left the Transvaal now had to pay one pound two shillings and six pence (R2,25) for a pass. During this time the Transvaal was controlled by white farmers, the Afrikaans, and the Volksraad made laws mainly for their benefit. It made these pass laws to stop people leaving their farms.

After gold was discovered in the Transvaal, the government made much money by taxing the mines. The Volksraad was still controlled by the Afrikaaner, but they realized the value of the mines. They were ready to help the mine-owners to get the cheap labor that they wanted. In 1896, the year deep-level mining began, the Volksraad passed two laws to help the mine-owners control the movement of black miners:

-The first law was a stricker pass law. It said: "All natives on the Rand must be in the employ of a master and wear a metal plate or badge on the arm in token of such employ". If an African man did not have a badge on the arm, it meant that he was not employed, so he should not be on the Witwaterand. He could be arrested and or forced to work.

-The second law divided the gold mining area into labor districts. When an African entered a labor district he had to get a district pass. The district pass allowed him to stay for three days to look for work. If he had not accepted a job within three days, he had to leave that labor district and look for work in another district where labor was needed.

With these additions to the pass laws, the mine-owners hoped to control the thousand of unskilled workers on the mines. They hoped that the pass system would stop desertions and channel workers to the mines that were short of labor. The new laws restricted the freedom of black workers to choose jobs. They could be forced to work in areas that were inconvenient and on mines where working conditions were known to be particularly harsh.

In 1897, a year after the strict pass laws were introduced, the Chamber of Mines decided to lower the wages of black miners. Owners of the gold mines agreed to pay unskilled workers a fixed wage. No mine would pay more that 12 cents a shift for surface work. The most any unskilled underground worker could ever get was 25 cents a shift.

The Chamber of Mines expected trouble after they forced wages down. They asked the government to send policemen to guard the mines at the compound. Black miners responded in the only way they could: As wages fell, desertions rose. In some mines, after the wages dropped

1,600 workers deserted in less than a year. Not one was caught and brought back to work on the mines. In 1897, figures showed that 14,000 Africans deserted from 33 mines. And again, not one was brought back. The mine-owners blamed the government for not employing enough policemen to check passes and arrest deserters.

In 1899, the Anglo-Boer British-Afrikaners War broke out and lasted for four years. Most of the mine-owners supported the war and were happy when the British won. After the war, the new British governor tightened up the laws to help the mine-owners to get more workers for the mines, and to control them. He also modernized the pass system. Instead of the metal badges, the pass became a signed document, giving full details of the worker's history. The worker had to carry his pass at all times. This made it easier for the government to keep track of every African worker. At the same time the governor hire more policemen to make sure that the pass system was effective, and that "offenders" were caught and punished.

The pass was a document of labor control. Any white policeman could stop an African and ask to see his pass. When he looked at the pass he would find:

-The name and address of the bearer, as well as his father's name and his chiefdom, so that the bearer could easily be traced if he or she ran away or committed a "crime".

-The name of the district where the pass owner was allowed to look for work.

-The date on which the pass was issued. The pass bearer had only six days to find a job, otherwise he had to try for another district to the area where it was most needed.

-The names and addresses of all of the employers of the pass bearers, past and present; how long he has worked for each of them; what kind of work he had done and what the employer though of him (in the character reference, at the back of the document). In addition, the pass bearer's wages for each job were recorded. The job seeker was therefore at the mercy of all of his employers. What they said about him determined whether he would get a job in the future. The wage he had been paid in the past determined the wage that he would

be paid in the future.

All the information on the pass was also registered in the files to the Pass office, making it easier to keep track of all workers. Notice that desertion had to be reported to the Pass office, so that the deserters could be caught and punished for breaking his contract.

A pass had many functions, it was a special permission to look for work in a certain district; the monthly pass was a record of a man's background and history; it showed if he was employed, where and for what wage; it showed whether he had ever been convicted of a crime, however small; it indicated that he had paid his taxes (otherwise he would not have been given a pass at all); and it also gave a character reference by his previous employers.

There were other passes too:

1. The six-day pass gave a work-seeker permission to look for work in a particular district for six days only. This period include weekends and public holidays. After six days, if he had not found employment, the work-seeker had to leave the district, or break the law.
2. A traveling pass was also required if a man wanted to leave his home and travel to another district to find a job. He had to pay a shilling fee for this pass.
3. Night passes had to be carried by any black person who was out in a Municipal area after 9:00 p.m. These were signed by the employers.
4. A "special" pass had to be carried when a worker left his employer's premises, even for a few hours. The "special" was directed at black mineworkers who left the compounds. Any white man or policeman could stop an African and ask to see his pass. If the pass was not in order, the "wrong doer" could be arrested. Any deserters had to be reported to the pass office, so that the deserter's records could be traced, making it easier for him to be caught.

In 1899, the Chamber of Mines had demand a completed system of control over the natives at the mines, so that they could be traced from place to place from the date of their arrival on the field to that of their departure.

The British governors pass system increased the mine-owners control over every aspect of the African workers life. It also served to make an obedient work force because a "character reference" could prevent a man from being employed. Actually, the workers were completely subjugated by the South African Government.

LECTURE NOTES FIVE

Facts On The Homelands: The History

When the Dutch arrived at the southern tip of Africa (now called the Cape of Good Hope) to establish a provisioning station in 1652, they found they weren't alone. The area was inhabited by the Khoikhoi and San peoples-dubbed Hottentots and Bushmen by the whites.

The Khoikhoi were shepherds possessing great herds of sheep and long horn cattle. They roamed vast territories from the Keishanna River to Cape Point and north along the Atlantic coast past Oliphants River. Archeological evidence indicates that they may have been living in South Africa for 10,000 years before the arrival of the whites

The San were skilled hunters and prolific artists. They lived in small independent bands and sought out roots, berries, honey, fish and wild game.

The Dutch viewed these native peoples as inferior, and as an easy group to take advantage of. The governor of the Cape settlement wrote: "Today the Hottentots came with thousands of cattle and sheep close to our fort...if it had been indeed allowed we had opportunity today to deprive them to 10,000 herd, which, however, if we obtain orders to that effect can be done at any time, and even more conveniently, because they will gave greater confidence in us. With 150 men, 10,000 or 11,000 head of black cattle might be obtained without danger of losing one man; and many savages might be taken without resistance, in order to be sent as slaves to India, as they still always come to us unarmed."

The Dutch continued to arrive in increasing numbers, now as permanent settlers rather than seamen and traders. The San and Khoikhoi occupied land these farmers wanted. The San were hunted down and killed by the Dutch. To avoid being totally wiped out they retreated to the Kalahari desert. The Khoikhoi fought white attempts to invade their land and steal their herds. But after a series of wars they were reduced to paupers, and forced into a kind of slavery.

Nguni-speaking peoples-such as the Zulu and the Xhosa-had been living as far west as the area around what is now Port Elizabeth and as for up the coast as Mozembique. In fact, for at least one hundred years before the arrival of the Portuguese in Southern Africa in 1488, Nguni-speaking peoples around the Transkei region carried on trade with Indian ocean sea-merchants who purchased ivory in exchange for cottons, beads and even Chinese porcelain.

Dutch or "Boer" farmers fought the Nguni-speakign Xhosa people as they began making contact with them. The Xhosa resisted, and a series of wars in the late 1700's and early 1800's cost many lives. However, the Boers fought not just to kill the Xhosa, but to deprive them of their livelihood so as to force the Africans to work on the farms. As one white South African historian has written: "The real warfare was directed against the cattle and food supply of the Kaffirs (Xhosas). Their fields were burned, their corn destroyed, and their cattle driven off...Nothing was more calculated to bring them to their senses and, when the war was over, to leave them impoverished."

During the same period that the Boers were fighting the Nguni peoples, the British were challenging the Dutch for control of that colonial territory. In 1814, Great Britain claimed ownership of and established control over the Cape Colony. The Boers, continuing to seek out new farm lands and also to avoid the control of the British, set out on what they call the Great Trek. The Boers turned Northeast, away from the Xhosa, only to run into Zulu, Ndebele and Sotho peoples.

The Sotho people originally had occupied the entire territory north of the Orange and Vaal Rivers. They had a mixed economy with rich wheat fields and skilled craftsmen who made iron tools and weapons. But iron weapons were no match for European guns. As the Sotho were defeated, the Boers burned their wheat fields, again in an attempt to leave them dependent on the whites.

The Zulus, living in the area around Natal, had built highly organized military force of as many as 50,000 soldiers--each armed with a short handled speared and full length shield. Their famous commander, Shaka, had learned from the defeat of other tribes. He knew that as Europeans took more and more land, Africans would turn to fighting each other for survival. Ultimately, it would be necessary to face the Europeans themselves. The militarism of the Zulus grew out of this need for self-defense. But in bloody wars the Zulu, too would meet defeat.

After over two centuries of fighting for the Africans' land, the Europeans had won. The defeated tribes were eventually granted "reserves". But the reserves would be established not in places to benefit Africans, but where they might benefit the white, both Dutch and British. And the whites, of course, would decide where these reserves should be. For example, Colonial Secretary Earl Grey urged that the reserves be scattered with quite a bit of space between them to allow for the spread of European settlements, so that "each European emigrant would thus have it in his power to supplies of labor from the location in his more immediate proximity." In other words, the point of the African reserves was to provide labor pools to be called upon by white when needed. This, in large part, accounts for today's bantustans being chopped up in so many pieces.

Appendix B

Students Handouts

Student Handout One

A Profile on South Africa

Official Name: Republic of South Africa

Land Area: 510,466 sq. mi. (1,327,280 sq. km.)

Capitals: Executive - Pretoria
Legislative - Cape Town
Judicial - Bloemfontein

Population: 41,465,000 (1994 estimate)
African 30 million - 76.1%
Asian (Indian) 1 million - 2.6%
Colored (Mixed Race) 3.4 million - 8.5%
European 5.1 million - 12.8%

Languages: Ndebele, Northern and Southern Sotho, Zulu, Xhosa, Venda, Tsonga, Swati, Tswana, Afrikaans and English. (All are official languages).

Education: Years compulsory-7 years for all children but not currently enforced

	Africans	Whites
Teachers/Pupil ratio (1996):	1/35-40	1/18-20

Wages: Whites earn 5 times more than blacks in mining.
Whites earn 4 times more then blacks in manufacturing.

Head of Government: President Nelson Mandela

Type of Government: Executive-President; under the 1993 transitional constitution bicameral Parliament.

Branches of Government: Executive-President

(Chief of State) elected to a five-year term by the Parliament. Legislative-bicameral Parliament consisting of 490 members in two chambers. National assembly (400 members) elected by a system of proportional representatives for a maximum five-year term. Senate consisting of 90 members elected by the Provincial Legislatures (10) senators from each province. Judicial Supreme Court consisting of appellate divisions in Bloemfontein and nine provincial divisions. Constitutional court with power to override Parliament.

Administrative subdivisions: Nine provinces: Northern Cape, Western Cape, Eastern Cape, North West, Northern Transvaal, Eastern Transvaal, PVW (Pretoria-Witwatersrand Vereeniging), Orange Free State, Kwazuew/Natal.

Political Parties: African National Congress, (ANC), National Party (NP), Inkatha Freedom Party (IFP), Vryheidsfront/Freedom Front (FF), Democratic Party (DP), Pan-African Congress (PAC), African Christian Democratic Party (ACDP).

Parties that occupy seats in the National Assembly:

Party	Total Vote	Percent	Total Seats
ANC	12,23 ,655	62.65%	252
NP	3,983,690	20.39%	82
IFP	2,054,294	10.54%	43
FF	424,555	2.17%	9
DP	358,426	1.73%	7
PAC	243,478	1.25%	5
ACDP	88,104	0.45%	2

The Economy: Natural Resources-Almost all essentials commodities except petroleum and bauxite chief products are agriculture. Corn chickens, wheat beef, cattle, sugar cane, sheep wool, apples.

Manufacturing-Chemicals, processed foods and beverages, transportation equipment, iron and steel, fabricated metal product, machinery paper product, textile.

Mining-Gold, coal, diamonds, copper, iron ore, uranium, manganese, chromite, platinum.

International Trade-Major exports are gold, diamonds, metals and minerals. Wool, corn, sugar. Major imports are machinery, petroleum and petroleum products, transportation equipment, electrical equipment computers. Major trading partners are Germany, United States, Japan, United Kingdom, Switzerland.

Money-Basic unit rand. 4.30 rand=100 dollars.

Student Handout Two

The Case For Homeland Independence

Many people criticize the policies of apartheid in South Africa without any knowledge. They see life in terms of good and evil--black and white. But we in South Africa have a more complex understanding of the world.

Our country faces a major challenge: how to create harmony out of diversity. Within its borders, South Africa has the most varied collection of people to be found in any country in the world. Ours is a mosaic of over thirty million people speaking at least nine major languages. Our cultures range from European to Asian to black African and we have had to solve many enormous problems.

The road we've chosen to confront these problems is called multinational development, or plural democracy--known to the world as apartheid. It has been designed to create several countries within the borders of the Republic of South Africa, where people with different customs and languages can live in societies which preserve their identities; where black people can control their our destinies protected by law from the exploitation of others, including whites.

We realize there are those around the world and even in our own country who don't agree with us. But those people don't understand what makes our situation different from any other country in the world today.

Take, for example, the situation for our black South African. He is not just a black South African, he's also a Zulu, a Sotho, a Xhosa, a Tswana or a Swazi; each has deeply ingrained tribal and territorial traditions. One of the primary problems of all developing African nations has been the destructive nature of ancient tribal feuds. We've grown strong and prosperous in South Africa because of the policy of multinational development we are following.

South Africa is now in the process of granting its black African peoples independence within their own borders. Transkei became the 50th independent nation of Africa in 1976--followed by Bophuthatswana in 1977, Venda in 1979, and Ciskei in 1981. Others are soon to follow. These homelands have not been located in some remote areas, but in the very spots where our black races settled when they came to South Africa.

The South African governments is generously helping to get these new nations on their feet. An industrial school costing almost $200,000 has been built in Lebowa, a cycle factory built in Ciskei, and a black medical university constructed at Ga-Rankuwa, Bophuthatswana. And the list goes on. The South African government, in cooperation with private industry, has spent literally hundreds of millions of dollars on the development of the black nations.

But still some critics complain. They say, "Look, you're only giving blacks 13 percent of the land." This is an unfair criticism for a number of reasons. First, most of these tribal groups were hunters or herdsmen roaming the land when whites first came to South Africa. It is the whites who settled the land and built a wealthy society. It is only fair that the whites own and occupy those territories they were responsible for developing. Just like the blacks, the whites are entitled to their own "homeland." Also, the whites in their "homeland", the Republic of South Africa, are willing to allow in quite a few workers from the black homelands to live for periods of time and work in factories or offices. This is a mutually beneficial arrangement. And, if blacks work hard they can develop their homelands like South Africa. We have been assisting them and we will continue to assist them.

Eventually, we expect all blacks in South Africa to be citizens of independent self-governing black nations like Transkei. Each independent homeland will grow in size as the South African government commits itself to purchasing more land for them. The Republic of South Africa will continue to be governed by a parliament including white, Colored and Indian participation. In this harmonious environment, surely peace and prosperity will be secured for all the different ethnic groups!

Student Handout Three

Nelson Mandela: The Rivonia Trial Speech To The Court

I have done whatever I did, both as an individual and as a leader of my people, because of my experience in South Africa . . . In my youth in the Transkei, I listened to the elders of my tribe telling stories of the old days. Among the tales they related to me were those of wars fought by our ancestors in defense of the fatherland. I hoped then that life might offer me the opportunity to serve my people and make my own humble contribution to their freedom struggle. This is what has motivated me in all that I have done in relation to the charges made against me.

Having said this, I must deal immediately with the question of violence. Some of the things so far told to the court are true and some are untrue. I do not, however, deny that I planned sabotage. I did not plan it because I have any love of violence. I planned it as a result of a calm and sober judgment of the political situation that had arisen after many years of tyranny, exploitation, and oppression of my people by the whites.

I have already mentioned that I was one of the persons who helped to form Umkhonto we Sizwe (Spear of the Nation). I, and the others who started the organization, did so for two reasons. First, we believed that as a result of government policy, violence by the African people had become inevitable, and that unless responsible leadership was given to channel and control the feelings of our people, there would be outbreaks of terrorism which would produce an intensity of bitterness and hostility between the various races of this country. Second, we felt that without violence there would be no way open to the African people to succeed in their struggle against the principle of white supremacy. All lawful ways of expressing opposition to apartheid had been closed by laws, and we were placed in a position in which we had either to accept a lifetime of inferiority, or to defy the government. We chose to defy the law. We first broke the law in a way which avoided violence; when this form was made illegal, and when the government resorted to a show of force to crush the opposition, only then did we decide to answer violence with violence.

For thirty-seven years--that is until 1949--the African National Congress adhered strictly to a constitutional struggle. It put forward demands and resolutions; it sent delegations to the government in the belief that Africans could advance gradually to full political rights. But white governments remained unmoved, and the rights of Africans became less and less.

And this time a new decision was made to protest against apartheid by peaceful, but illegal, demonstrations against certain laws. So, the ANC began the Defiance Campaign, in which I placed in charge of volunteers. More than 8,500 people broke apartheid laws and went to jail. Yet there was not a single instance of violence in the course of this campaign.

During the Defiance Campaign, the Public Safety Act, and the Criminal Law Amendment Act were passed. These laws provided worse penalties for protesting against laws.

Despite this, the protests continued and the ANC stuck to its policy of nonviolence. In 1956, 156 leading members of the ANC, including myself, were arrested on a charge of high treason and other charges under the Suppression of Communism Act.

In 1960, the Sharpeville massacre resulted in a "state of emergency" being called and the declaration of the ANC as an illegal organization. My colleagues and I, after careful consideration, decided that we would not obey this law. The African people were not part of the government and did not make the laws by which they were governed. For us to accept the banning was the same as accepting the silencing of the Africans for all time. The ANC refused to break up, and went underground. We believed it was our duty to preserve this organization which had been built up with almost 50 years of hard work.

We held a large conference. The conference was attended by Africans with various political ideas. I was the Secretary of the conference and was responsible for organizing the national "stay-at-home" which was called to protest our continued lack of rights. As all strikes by Africans are illegal, the person organizing such a strike must avoid arrest. I was chosen to be this person, and so I had to leave my home and family and go into hiding to avoid arrest.

The stay-at-home has to be a peaceful demonstration. Careful instructions were given to organizers and members to avoid any violence. The government's answer was to make new and harsher laws, send armed vehicles and soldiers into the townships in a massive show of force to scare the people. This showed the government had decided to rule by force alone.

We had to continue the fight. Anything else would have been surrender. Our problem has not whether to fight, but was how to continue the fight. We. of the ANC had always stood for a democracy, with full participation regardless of someone's race. And we didn't want to drive the races further apart than they already were. But the hard facts were that fifty years of nonviolence had brought the African people nothing but more and more repressive laws, and fewer and fewer rights. When some of us discussed this in May and June of 1961, it could not be denied that our policy to work for a nonracial State by nonviolence had achieved nothing, and that our followers were beginning to lose confidence in this policy. They were developing disturbing ideas of terrorism.

At the beginning of June 1961, after thinking long and hard about the South African situation, I and some colleagues, came to the conclusion that violence in this country was inevitable, and it would be unrealistic and wrong for African leaders to continue preaching peace and nonviolence at a time when the government met our peaceful demands with force.

The decision was made to embark on violent forms of political struggle, and to form Umkhonto we Sizwe. For many years our thinking had been guided by wanting to avoid civil war. But when we decided to include violence as part of our policy, we realized that we might one day have to face the prospect of civil war. This had to be taken into account in making our plans. We needed a plan which was flexible and which allowed us to act with the needs of the times. Above all, the plan had to be one which recognized civil war as the last resort.

Four forms of violence were possible. There is sabotage, there is guerrilla warfare, there is terrorism, and there is open revolution. We chose sabotage. Sabotage did not involve loss of life, and it offered the best hope for future race relations. Bitterness would be kept to a minimum and, if the policy had results, democratic government could become a reality.

The first plan was based on a careful study of the political and economic situation of our country. We believed that South Africa depended to a large extent on foreign investment and foreign trade. We felt that destruction of power plants, and interference with rail and telephone communications, would tend to scare away business from the country, make it more difficult for goods from the industrial areas to reach the seaports on schedule, and would in the long run hurt badly the economic life of South Africa. This would force the voters (whites) of the country to reconsider their position.

Umkhonto had its first operation on December 16, 1961, when government buildings in Johannesburg, Port Elizabeth, and Durban were attacked. The selection of targets is proof of our policy. Had we intended to attack life we would have selected targets where people were and not empty buildings and power stations.

The response to our actions among the white population was violent. The response of the Africans was one of encouragement. Suddenly there was hope again. Things were happening. People in the townships became eager for political news. Our first successes were met with a great deal of enthusiasm, and people began to wonder how soon freedom would be obtained.

But we Umkhonto worried about the white response. The lines were being drawn. The whites and blacks were moving into separate camps, and the chances of avoiding a civil war weren't good.

Already many, many Africans had died as a result of racial violence. In 1920, when the famous leader, Masabala, was held in Port Elizabeth jail, 24 of a group of Africans who had gathered to demand his release were killed by the police and white civilians. In 1921, more than one hundred Africans died in the Bulhoek affair. In 1924, over two hundred Africans were killed when the Administrator of South West Africa, (now called Namibia), led a force against a group protesting the dog tax. On March 21, 69 unarmed Africans were murdered by police at Sharpeville. And the list goes on.

Experience has taught us that outright rebellion would give the government just more opportunities for the massive slaughter of our people. However, if war were inevitable, we wanted the fight to be fought on terms most favorable to our people. The fight which held out the best chances for us and least risk of life on both sides was guerrilla warfare. We decided to make plans for the possibility of guerrilla warfare.

I made arrangements for our recruits to have military training in other African countries. We realize that it would take many years to build up a large enough group of trained soldiers to start a guerrilla campaign, and whatever happened, the training would be of value.

Africans want to be paid a living wage. Africans want to perform work which they are capable of doing, and not work which the government declares them to be capable of.

Africans want to be allowed to live where they obtain work, and not be thrown out of an area because they were not born there. Africans want to be allowed to own land in places where they work, and not to be forced to live in rented houses which they can never call their own. Africans want to be part of the general population, and not confined to living in their own ghettoes. African men want to have their wives and children live with them where they work. African women want to be with their men folk and not be left permanently widowed in the Reserves (bantustans.) Africans want to be allowed to travel in their own country and to seek work where they want to and not where the Labor Bureau tells them to. Africans want a fair share in the whole of South Africa; they want security and a stake in society.

Above all, we want equal political rights, because without them, our horrible conditions will be permanent. I know this sounds revolutionary to the whites in this country, because the majority of voters will be Africans. This makes white men fear democracy. But it is not true that the vote for all will result in black domination. Political division, based on color, is entirely artificial and, when it disappears, so will the domination of one color group by another. The ANC has spent half a century fighting against racism. When we win, we will not change that policy.

Our struggle is a truly national one. It is a struggle of the African people, inspired by their own suffering and their own experience. It is a struggle for the right to live.

During my lifetime, I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.

Student Handout Four

Apartheid Laws Of South Africa

Population Registration Act: Declares that the South African population is to be classified by race. Race classification is determined by tests. These tests are designed and given by whites.
Group Areas Act: Declares that South Africa is made up of African, Colored, white and Asian areas. Each group must live only in its own area. No black may own property in a white area; no black may even live on white land without special permission

Bantu Laws Amendment Act: Law permits labor bureau to remove or imprison "idle bantus" (unemployed Africans) from any urban area. Unless they were born in an urban area or have resided there without interruption for 15 years, or unless specifically given permission, Africans may legally live **only** in the bantustans.

Pass Laws: Every African boy or girl upon reaching 16 years of age must apply for a reference book and identity number. Book contains identity number, personal details of holder, employment status, fingerprints, etc. Person must carry the reference book at **all** times. Any African not having book in possession is liable for immediate arrest--even if the book was left at home. (On the average, one African is arrested every two minutes under this law.)

Influx Control Laws: No African may be permitted to remain in an urban area over 72 hours without a permit, unless he or she was born there and has been a continuous resident since birth.

Other "Bantu" Laws:

Allow the Minister of Labor to prohibit blacks from holding any job at any time for any reason.
Permit the Minister of Labor to "reserve" certain occupations or skills for whites only.
Deny any rights to unemployment benefits to blacks.
Guarantee no minimum wage for blacks.

Riotous Assemblies Act: Local magistrates (judges) may ban any or **all** private or public gatherings of two or more people if it is suspected that "the public peace may be endangered." (Under this act, prayer services and silent protests have been banned. It has also been used to outlaw all outdoor meetings and marches since 1976, except sports events or if a special permit is obtained.)

Unlawful Organization Act: Bans the two black resistance movements in South Africa, the African National Congress and the Pan Africanist Congress. The law give the government the right to ban any organization--not advance notice need be given nor any hearing held. Once an organization is banned all its property must be turned over to the government.

Departure from the Union Regulation Act: Minister of Interior may withdraw or refuse to issue a passport at any time of any reason.

Internal Security Act incorporating the former **Suppression of Communism Act** an **Terrorism Act:** Declares the Communist Party of South Africa illegal and allows the government to outlaw any organization found to be furthering the aims of "communism." "Communism" is defined as Marxian socialism **or** any other ideas which aim at changing the apartheid system in South Africa. Penalty: Ten years in prison. The minister of Justice may "ban" any person he feels is furthering communism. No trial or hearing is necessary, nor must any reason be given. "Banning" restricts the individual to a certain area, requires regular reporting to police, prohibits person from attending **any** gatherings, visiting **any** school or factory, being quoted in publications, belonging to any political part, etc.

Internal Security Act also outlaws any act of sabotage against private property or the government as well as any act, writing or speech which "embarrasses the administration of the affairs of state: or might cause substantial financial loss to any person or to the government. (For example, it would be a a crime for a South African to urge U.S. corporations not to invest in South Africa.) People charged under this law are guilty until proven innocent. Maximum penalty: death; minimum penalty: five years in prison. This act also authorizes arrest and detention without trial. It sets **no** time limit on detention. An individual may be "detained" for life without trial. No judge may stop anyone from being detained. The government is under no legal obligation to inform a detainee's family about the detention.

Sabotage Act: Outlaws among other things: engaging in acts promoting "disorder," furthering racial hostilities," or embarrassing the administration of the affairs of state. People charged are guilty until proven innocent. Maximum penalty: death.

Defense Act: Makes it a crime to publish any negative statement or comment about a government official which would "embarrass the government in its foreign relations or alarm or depress members of the public."

Prisons Act: Forbids publication of any information about prisons without being able to verify information. (Because it is impossible legally to check any information about prisons, this law serves to prohibit any public discussion of prisons.)

The Immorality Act: Prohibits any sexual relations between whites and other races.

Student Handout Five

THE FREEDOM CHARTER

Adopted at the Congress of the People at Kliptown, Johannesburg, on June 25 and 26, 1955

We, the People of South Africa, declare for all our country and the world to know:

> that South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of all the people; that our people have been robbed of their birthright to land, liberty and peace by a form of government founded on injustice and inequality; that our country will never be prosperous or free until all our people live in brotherhood, enjoying equal rights and opportunities; that only a democratic state, based on the will of all the people, can secure to all their birthright without distinction of colour, race, sex or belief;

And there fore we, the People of South Africa, black and white together--equals, countrymen and brothers--adopt this **Freedom Charter**. And we pledge ourselves to strive together sparing neither strength nor courage, until the democratic changes here set out have been won.

The People Shall Govern!

Every man and woman shall have the right to vote for and to stand as a candidate for all bodies which make laws; All people shall be entitle to take part in the administration of the country; The rights of the people shall be the same, regardless of race, colour or sex; All bodies of minority rule, advisory boards, councils and authorities shall be replaced by democratic organs of self-government.

All National Groups Shall Have Equal Rights!

There shall be equal status in the bodies of state, in the courts and in the schools for all national groups and races.

All people shall have equal right to use their own languages, and to develop their own folk culture and customs; All national groups shall be protected by law against insults to their race and national pride; The preaching and practice of national, race or colour discrimination and contempt shall be a punishable crime; All apartheid laws and practices shall be set aside.

The People Shall Share In The Country's Wealth!

The national wealth of our country, the heritage of all South Africans, shall be restored to the people; The mineral wealth beneath the soil, the banks and monopoly industry shall be transferred to the ownership of the people as a whole; All other industry and trade shall be controlled to assist the well-being of the people; All people shall have equal rights to trade where they choose, to manufacture and to enter all trades, crafts and professions.

The Land Shall Be Shared Among Those Who Work It!

Restriction of land ownership on a racial basis shall be ended, and all the land redivided amongst those who work it, to banish famine and hunger; The State shall help the peasants with implements, seed, and tractors to save the soil and assist the tillers; Freedom of movement shall be guaranteed to all who work on the land; All shall have the right to occupy land wherever they choose; People shall not be robbed of their cattle, and forced labour and farm prisons shall be abolished.

All Shall Be Equal Before The Law!

No one shall be imprisoned, deported or restricted without a fair trial; No one shall be condemned by the order of any Government official; The courts shall be representative of all the people; Imprisonment shall be only for serious crimes against the people, and shall aim at re-education, not vengeance; The police force and army shall be open to all on an equal basis and shall be the helpers and protectors of the people; All laws which discriminate on grounds of race, colour or belief shall be repealed.

All Shall Enjoy Equal Human Rights!

The law shall guarantee to all their right to speak, or organise, to meet together, to publish, to preach, to worship, and to educate their children; The privacy of the house from police raids shall be protected by law; All shall be free to travel without restriction from countryside to town, from province to province, and from South Africa abroad; Pass laws, permits and all other laws restricting these freedoms shall be abolished.

There Shall Be Work and Security!

All who work shall be free to form trade unions, to elect their officers and to make wage agreements with their employers; The State shall recognise the right and duty of all to work, and to draw full unemployment benefits; Men and women of all races shall receive equal pay for equal work; There shall be a forty-hour working week, a national minimum wage, paid annual leave, and sick leave for all workers, and maternity leave on full pay for all working mothers; Miners, domestic workers, farm workers and civil servants shall have the same rights as all others who work; Child labour, compound labour, the tot system and contract labour shall be abolished.

The Doors Of Learning And Of Culture Shall Be Opened!

The Government shall discover, develop and encourage national talent for the enhancement of our cultural life; All the cultural treasures of mankind shall be open to all, by free exchange of books, ideas and contact with other lands; The aim of education shall be to teach the youth to love their people and their culture, to honour human brotherhood, liberty and peace; Education shall be free, compulsory, universal and equal for all children; Higher education and technical training shall be opened to all by means of state allowances and scholarships awarded on the basis of merit; Adult illiteracy shall be ended by a mass state education plan; Teachers shall have all the rights of other citizens; The colour bar in cultural life, in sport and in education shall be abolished.

There Shall Be Houses, Security And Comfort!

All people shall have the right to live where they choose, to be decently housed, and to bring up their families in comfort and security; unused housing space shall be made available to the people; Rent and prices shall be lowered, food plentiful and no one shall go hungry; A preventive health

scheme shall be run by the State; Free medical care and hospitalisation shall be provided for all, with special care for mothers and young children; Slums shall be demolished, and new suburbs built where all have transport, roads, lighting, playing fields, creches and social centres; The aged, the orphans, the disabled and the sick shall be cared for by the State; Rest, leisure and recreation shall be the right of all; Fenced locations and ghettoes shall be abolished and laws which break up families shall be repealed.

There Shall Be Peace And Friendship!

South Africa shall be a fully independent state, which respects the rights and sovereignty of all nations; South Africa shall strive to maintain world peace and the settlement of all international disputes by negotiation--not war; Peace and friendship amongst all our people shall be secured by upholding the equal rights, opportunities and status of all; The people of the protectorates--Basutoland, Bechuanaland (now Lesotho and Botswana, respectively), and Swaziland--shall be free to decide for themselves their own future; The rights of all the peoples of Africa to independence and self-government shall be recognised and shall be the basis of close co-operation.

Let all who love their people and their country now say, as we say here: **"THESE FREEDOMS WE WILL FIGHT FOR, SIDE BY SIDE, THROUGHOUT OUR LIVES, UNTIL WE HAVE WON OUR LIBERTY."**

Group/Organization Research Guide

Assignment: Find out every thing you can about the impact that the various organizations had on the dismantling of the system of apartheid.

Questions to Research:

-What were the primary goals of these organizations?

-Did the organizations achieve their goals?

-When were they organized? Are they functioning today? In what capacity are they functioning?

-What roles did they play - either positively or negatively with regards to the liberation movement in South Africa?

-Identify outstanding leaders in each of these organizations and discuss the significance of their contribution

-What can these groups/organizations do today to help bring about a smooth transition from apartheid to democratization?

Groups to be researched:

African National Congress (ANC)

South African Communist Party (SACP)

Pan Africanist Congress (PAC)

South African Congress of Trade Unions (SACTU)

Inkatha Freedom Party (IFP)

Congress of South African Trade Unions (COSATU)

Student Handout Six

Assignment: From Apartheid to Democratization

Questions to answer:

1. What obstacles still stand in the way of a smooth transition from a segregated to a non-segregated society?

2. What are some of the realities of transferring from a minority white ruled apartheid to a multiracial government?

3. How can South Africans bridge an economic gap that Americans have yet to adequately address?

4. Who currently owns the resources of South Africa?

5. Who currently controls the Education System?

6. To what extent if any are the controllers of the resources willing to share?

7. Discuss common problems that face all South African ethnic groups since the dismantling of The System of Apartheid.

Appendix C

Student Worksheets

Student Worksheet One

A Profile on South Africa

1. Locate the country of South Africa.

2. What is the Country's official name?

3. Name the capitals of South Africa.

   _____ _____ _____

4. Approximately what percentage of South Africa's population is African?_____
   Indian?_____ Colored?_____ White?_____.

5. What five major ethnic groups comprise South Africa's multiracial society?

   _____ _____ _____

   _____ _____.

6. Describe the type of government created by the 1993 transitional constitution.

7. How many official languages are spoken in South Africa?

8. How does South Africa rank economically in Africa?

Student Worksheet Two

Nelson Mandela Speech to the Rivonia Court

Questions:

1. What are the conditions in South Africa do you think Mandela want to change?

2. In what nonviolent ways did Mandela and the ANC try to change the South African system?

3. Mandela came to decide that nonviolent change in South Africa was impossible. What were the reasons for his decision?

4. Why did the ANC decide upon sabotage rather than other forms of violence?

5. Based on this speech, what kind of person does Nelson Mandela seem to be?

6. Do you agree with Mandela and the ANC's decision to use violence to change South Africa? If so, explain why. If not describe what other methods of change to be effective.

Student Worksheet Three

Listed below are a number of situation which either have taken place or could have taken place in South Africa before apartheid was abolished. All of them could be considered illegal under the previous government. For each of the situations listed below explain in writing which law or laws the South African law enforcers could have used to stop the actions described. In some cases more than one law might apply. Come up with as many as you can.

1. A black woman and a white man fall in love and persuade a black minister to marry them.

2. A South African newspaper editor writes an editorial urging the United States corporations not to invest in South Africa. He says that only when South Africa is pressured economically will it end apartheid systems.

3. A black woman going to work in the city of Durban has left her purse at home. It contained all her identification.

4. A white woman in Pretoria writes a pamphlet urging blacks to join The African National Congress and to fight against The Apartheid System.

5. An Indian family and an African family have become friendly and want to move next door to each other.

6. Ford Motor Company lay of 500 workers. These workers have been living in New Brighton, an African township outside Port Elizabeth. The workers announce that they will continue to live in New Brighton.

Student Worksheet Four

Questions:

1. Discuss the purpose of apartheid.

2. What was apartheid?

3. Explain how apartheid affected the lives of South Africans.

4. How did people resist apartheid?

5. When did apartheid officially end?

6. Analyze why the South African government changed its policy.

Student Worksheet Five

The Pass Laws: How They Impacted the Lives of Black South Africans

Questions:

1. Discuss the purpose of the pass laws.

2. What is the pass law and how did it start?

3. When and how were these laws enacted?

4. When were these laws abolished?

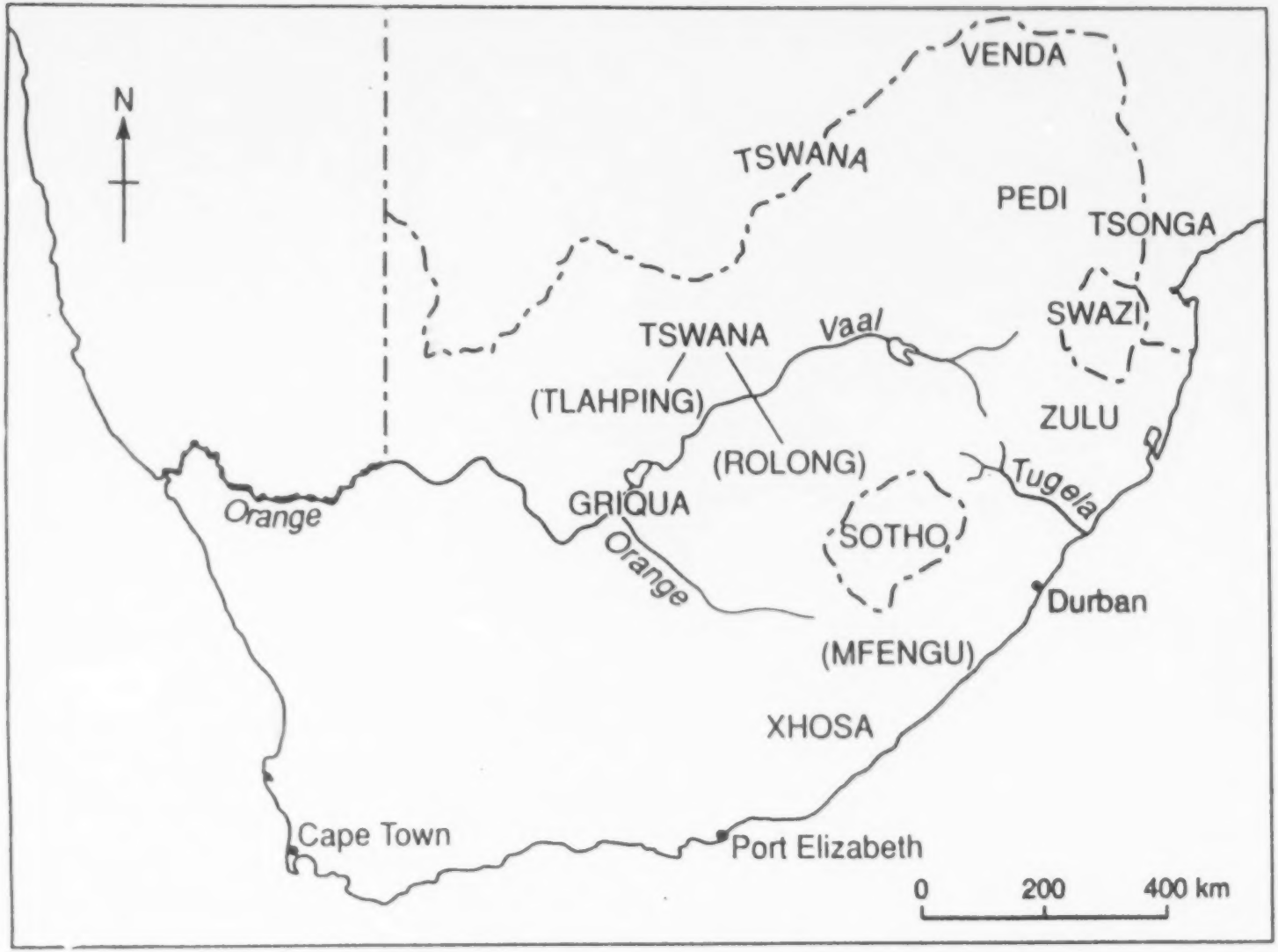
5. Why did it take such a long time to eradicate the harshest single law experienced daily by thousands of Africans under the apartheid system?

6. How did the gold discovery lead to even harsher treatments of the Africans?

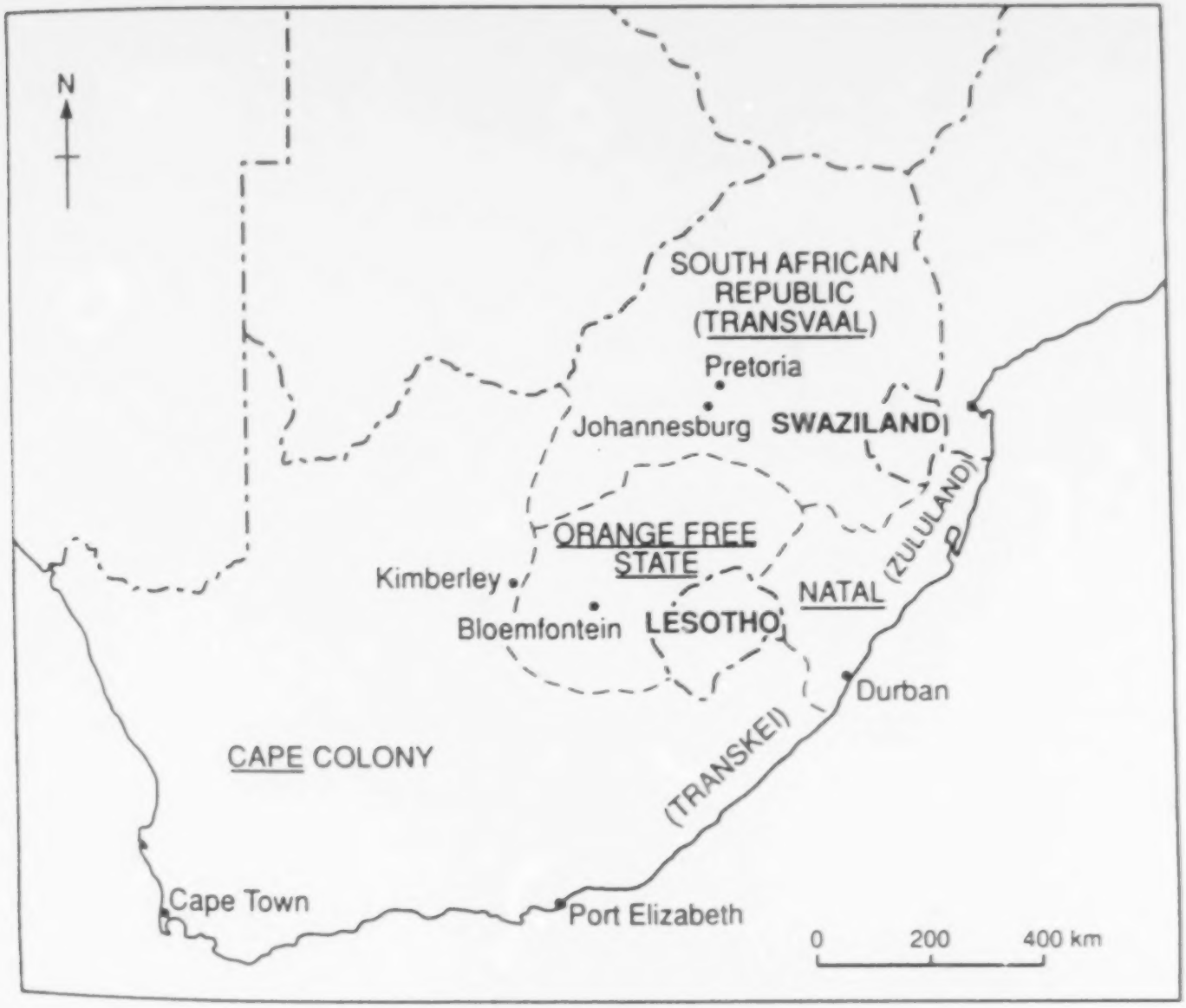
7. Even though apartheid has ended legally, to what extent, if any, do you think that some of the laws are still in effect?

Appendix D

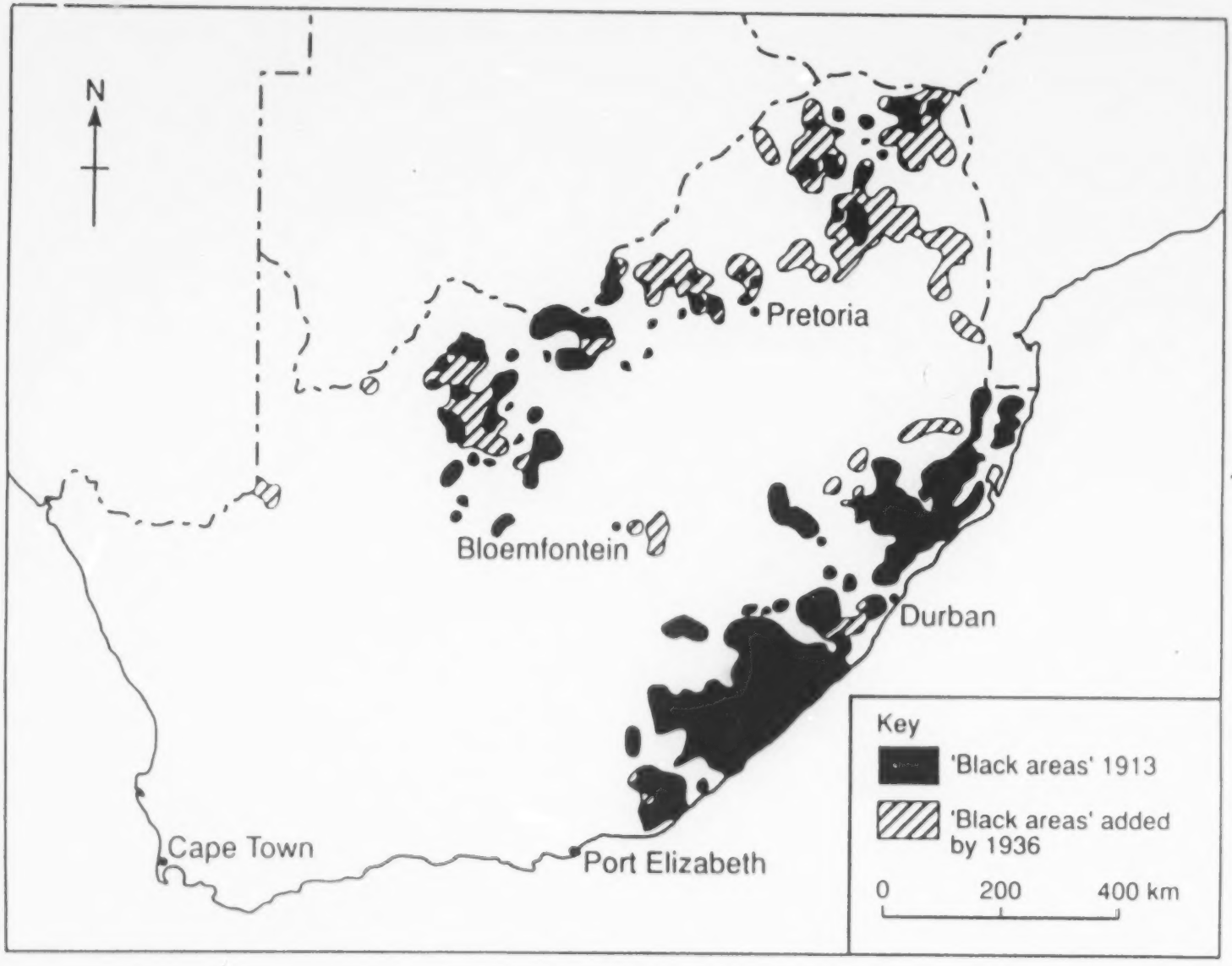
Maps



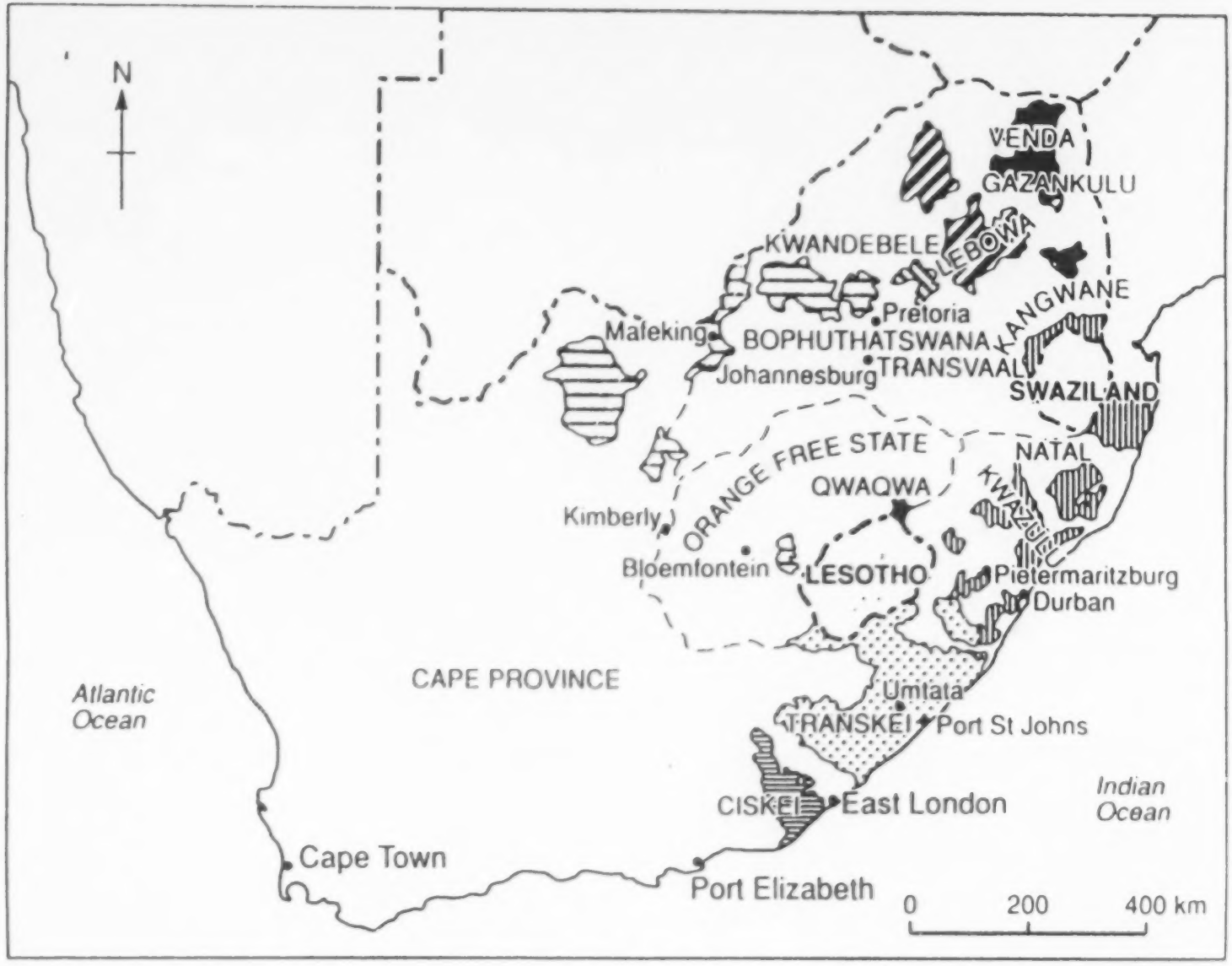
Map 1 African Societies in the 1800's



Map 2 The Union of South Africa, 1910



Map 3 "Native Reserves", 1913 and 1936



Map 4 The Bantustans (Homelands)

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